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ABSTRACT

The first section of this two-part paper presents a brief discussion of the planning, pilot implementation, and benefits of Assessment and Advisement 100, a one-unit, self-paced, student development course offered at Mesa Community College. The course was designed to help entering students define why they are in college, determine what they want from the college experience, develop a plan to achieve their educational goals, and correlate their educational goals with career selection. The benefits of the course, determined through various pilot tests conducted during 1979, include improved retention, an increasingly internalized locus of control, and enhanced intrinsic motivation. Following this discussion, the six-unit workbook used by students enrolled in the course is presented. In the workbook, sequential units provide information and exercises which require students to: (1) familiarize themselves with college services in the areas of advisement, financial aid, career planning, counseling, library resources, and job placement; (2) assess their academic skills and weaknesses; (3) learn to allocate their time effectively; (4) articulate their expectations of the college and their tentative career choices; (5) delineate their educational goals; (6) establish a plan to achieve those goals; (7) select relevant courses; and (8) develop a tentative schedule for the following quarter. (JP)

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A COURSE APPROACH TO ACADEMIC ADVISING

BY
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WILLIAM YOUNG, ED.D

OCTOBER 1979

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A COURSE APPROACH TO ACADEMIC ADVISING

By
Charlie Mitchell, Ph.D.
William Young, Ed.D.

The need for educational planning and academic advisement today, is as always, a self-evident as well as documented truth. The findings reported by Wessell, Engle, and Siverdchens (1978) in the NASPA Journal recommended to educators desiring to reduce unwarranted attrition that they extend their efforts beyond attempts to make better that which already exists and to develop programs designed to instill early and tentative commitment and direction to entering students. Students need accurate information as well as guidance in making intelligent educational and career decisions. No matter how much effort is spent in devising new and better plans, most colleges find that the plain truth is that many student orientation, assessment, and advisement programs are haphazard and fragmented at best.

The instructional faculty, students, counselors, and administrators agreed that good student advisement was a high priority at Mesa Community College. The advisement attempts, however, were generally poorly organized, volunteer programs manned by those faculty members who "cared." Inevitable breakdowns in communication and procedures left each segemented group pointing their finger at the other groups and feeling that the other groups had miscarried their responsibility for student advisement.

As a result of the confused state of student advisement, Bill Young was appointed director of the Student Advisement Center at Mesa Community College and assigned the responsibility for coordinating all student advisement efforts. After heavy participation among all segments of the campus community, it was decided that students who had selected a college major should be advised by a faculty member in that department and those who had not selected a major should see a counselor for help with educational goal specification and planning. It was also decided that an integrated approach to student advisement was essential--one that focused on the essential questions that students need to ask themselves about college. It was out of these problems, concerns about the problems, and ideas about how to

resolve them that a one unit, self-paced, individualized course in assessment and advisement was initiated.

The purposes of the course, AS 100 Assessment and Advisement for Student Development, are to help students define who they are in college, uncover what they want from their college experience, develop a plan to achieve their educational goals, and discover how their educational goals are related to a career selection.

There are rewards for both students and faculty in this systematic method of educational planning and advisement. The students receive one semester hour of credit for completing the workbook. While completing the workbook they specify educational objectives and develop a plan to achieve those objectives thereby internalizing the locus of control over their educational future. The instructional faculty receives one load hour of credit for each 25 students that they enroll for the course.

Mesa Community College ran a pilot project with the course during the Fall, 1978, Semester. Thirty faculty members were involved with the course in which over 1,000 students chose to enroll. Faculty and student response indicated that the program was tremendously successful; however, two formal follow-up studies were made. One study investigated educational achievement and retention of students. The other research project studied the effects of the courses on students' academic orientation, academic motivation, and preceived locus of control.

The apparent success of AA 100 with Mesa Community College students encouraged the writers to attempt a pilot program with high school seniors in our attendance zone. In order to accommodate high school seniors, several minor changes were made in AA 100 Booklet.

The use of the AA 100 self-paced approach seems to have definite benefits for the high school student, the high school counselors, and Mesa Community College. The students enjoyed a smoother transition form high school to college, made more realistic course choices, have identified goals and have established a face-to-face relationship with college

staff members. The high school counselors now have greater knowledge of the college policies and programs and are now more effective in working with the college-bound students. The college benefits by having freshman better prepared to begin a college program.

ANALYSIS OF DATA

Data was analyzed to determine possible benefits from AA 100 on recruiting, retention, and academic performance. The pilot group of high school students starting AA 100 in the spring of 1979 consisted of approximately 200 seniors. Of that group approximately 150 are now enrolled at Mesa Community College.

Records are available for 502 students registered in AA 100 in the fall of 1979 who completed the course in time to register early prior to Christmas vacation. No other students registered early. An analysis was made of the academic load comparing the number of credits students registered for and the number completed in the spring of 1979. The attached chart indicates that approximately 80% of the students withdrew from no more than one, three-credit course while less than 5% of the students withdrew completely from college.

This data merely says what happened, and we cannot claim that AA 100 is fully responsible. The students in the study group might not be the typical clientele we deal with every day. A dissertation study done by Charlie Mitchell presents a stronger case for using the AA 100 course approach.

Mitchell's research involved 56 randomly selected, new, Mesa Community College students who had volunteered for the experiment. The new applicants were divided into two groups--an experimental group and a control group.

The research design was Stanley and Campbell's pre-test/post-test control group design which measures the differential treatment effects of the independent variable, Assessment and Advisement for Student Development.

A COURSE APPROACH TO ACADEMIC ADVISING

The dependent variables were (1) academic orientation, measured by the Strong Cambell Interest Inventory, (2) locus of control, measured by the Rotter Locus of Control Scale, and (3) intrinsic motivation, self-enhancement, person orientation, and goal deficiency measured by the Community College Motivation Inventory.

A test for differences between non-independent means was used to test the significance of the research hypotheses.

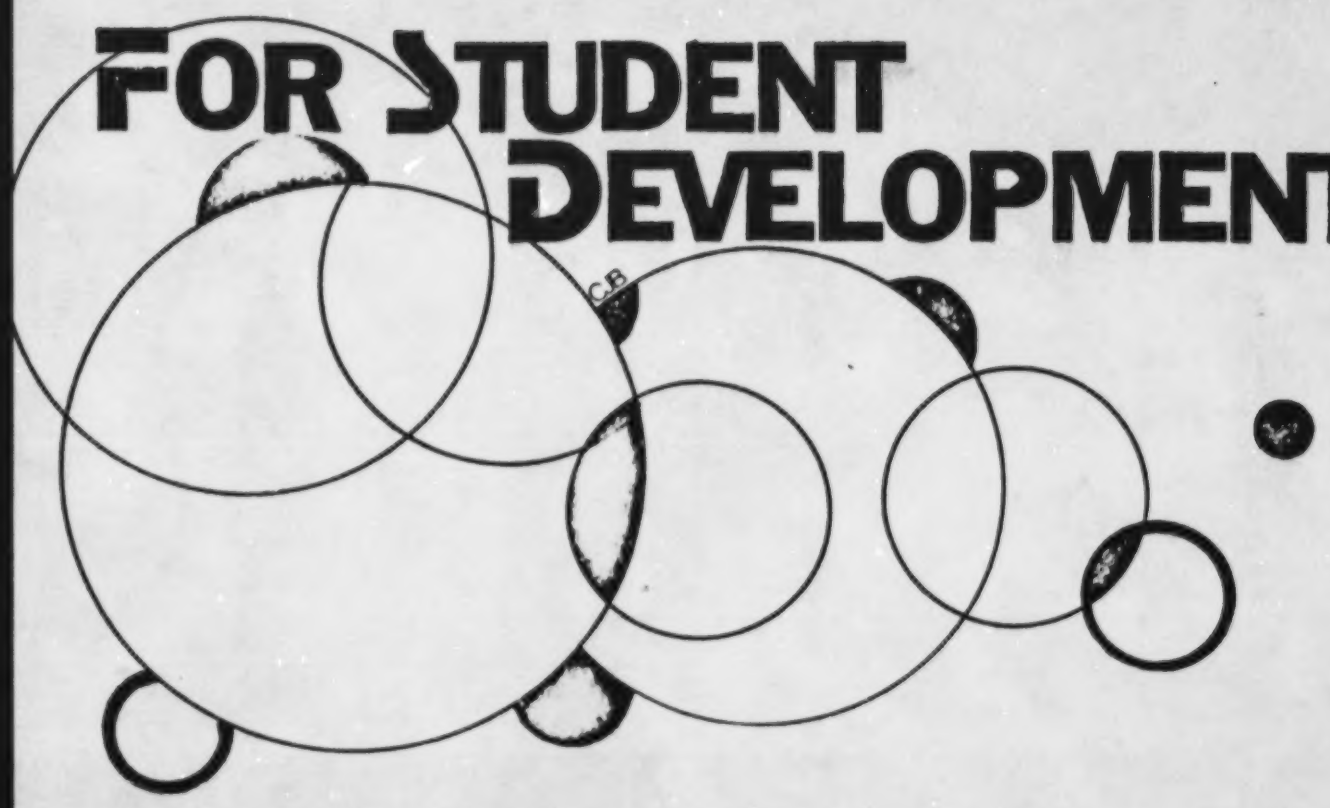
The findings indicated that there was a significant increase in internal locus of control and intrinsic motivation and a significant decrease in goal deficiency. Each was significant at the .01 level of confidence. There was no significant change in academic orientation, self-enhancement, nor person orientation scores.

The Locus of Control Construct has been defined as the degree with which individuals percieve that reinforcements are contingent upon their own behavior or attributes, versus the degree to which reinforcements are contingent upon forces external to themselves or occur independently of their own actions. The shift toward internal control among the new students who completed Assessment and Advisement for Student Development most likely means that students feel more control over their educational destiny and that completion of their educational goals is seen as the consequence of their own planning and goal directed behavior.

There was a move toward intrinsic motivation among subjects. In addition to intrinsic motivation, test scores indicate a move toward becoming more effective academically, intellectually predisposed, independent, and creative.

The move away from goal deficiency among those who completed Assessment and Advisement for Student Development reflects less self-defeating behavior, better self-management, less anxiety, and more self-confidence.

ASSESSMENT AND ADVISEMENT FOR STUDENT DEVELOPMENT



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Individualized Instruction Developed by Charlie Mitchell ©1979

AA 100 ASSESSMENT AND ADVISEMENT

INDIVIDUALIZED INSTRUCTION

Developed by Charlie Mitchell

Mesa Community College

Cover By Carole Bigelow
Unit 5 by Dr. William Young and Charlie Mitchell, 1978

AA 100 ASSESSMENT AND ADVISEMENT 1 Credit

CATALOG DESCRIPTION:

Self-instructional programmed course providing an assessment of academic and educational goals. Curriculum advisors in each subject area will assist in designing an educational program and selecting a semester schedule compatible with the goals of each student.

COURSE GOALS:

1. To give the student a general campus orientation.
2. To help the student assess personal and academic skills.
3. To assist the student in understanding the relationship between career choice and college coursework.
4. To help student understand why he/she is in college and the values out of which that need arose.
5. To help students identify and specify their educational goals and objectives.
6. To promote with the student the feeling that there is direct access to faculty.
7. To clarify for students the expedient means for obtaining assistance from faculty with expertise in designated curriculum areas.
8. To design a plan of action for subsequent course work.
9. To improve the student's chances for academic success.

Course Objectives:

1) The student will complete all activities in the instructional packet.
2) The student will produce the following:
   a. Identified expectations
   b. A personal needs assessment
   c. A stated goal(s)
   d. A list of campus and community services available to provide methods/means in reaching goal(s)
   e. A sequentialized order of events in a plan of action to reach the designated goal(s).

ADVISOR CHECK LIST

Have your Faculty Coordinator check and initial each completed unit.

_____	Orientation	-	Unit 1
_____	Self Assessment	-	Unit 2
_____	Why MCC	-	Unit 3
_____	Educational Objectives	-	Unit 4
_____	Educational Plan	-	Unit 5
_____	Trial Schedule Grade P - Z	-	Unit 6

DIRECTIONS

Welcome to AA 100 Assessment and Advisement. This course is an individualized, programmed course designed to orient you to college life. Emphasis is given to self-assessment in order to design a sequential series of events which are relevant to your perceived needs and goals.

There are seven units for you to complete. You are to complete the units at your own pace. If you run into difficulty, you may ask your faculty coordinator for help. Seminars are provided weekly to answer your questions regarding the units and to discuss issues related to the course. The seminars are optional but you will find them most helpful. In order for you to receive credit each unit must be checked by your faculty coordinator. When you have completed the course your faculty coordinator will report your grade to be officially recorded on your transcript.

You are now ready to begin the first unit.

UNIT 1

Campus Orientation

Before your self-assessment begins it is helpful for you to know what Campus resources are available to you. You will quite likely find some of the resources valuable as you work through these six units.

Visit each of the Campus resources listed. In the space provided write a paragraph about each of the services. Obtain a validation stamp from the service area in the space provided. Ask your faculty coordinator to initial the Advisor Checklist for Unit 1.

At the end of Unit 1 you should have knowledge of the services provided for students on this Campus and where to go for assistance when you need help.

VALIDATION
STAMP

_____Counseling Center

_____Special Student Services

_____Financial Aid Center

_____Career Center

_____Advisement Center

_____ Library - Participate in CO 100 Library Media Walking Tour. Pick up instructions at reference desk. After completing tour, get your sheet stamped at circulation desk.

_____ Job Placement Office

UNIT 2

Self Assessment

This unit will help you raise to a conscious level your present educational abilities. You will be asked to name some of your non-school experiences which you believe will effect your school performance.

Identifying your interests, skills, strengths, and the areas of past successes as well as weaknesses will help you gain a clearer self assessment and a better understanding of the educational tasks lying ahead of you. The better you understand your skills and your needs the better you will be able to state your educational objectives in Unit 5.

Reflect on your previous coursework and identify the courses in which you did well and list them in the left column. In the right column list the skills you used that allowed you to be successful. In each course examples of skills are reading, writing, creativity, speaking, persistence, remembering, etc.

COURSE	SKILLS I USED TO BE SUCCESSFUL
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

In which courses did you make your best and poorest grades?

BEST	POOREST
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

What was your high school grade average? Circle one.

A A- B+ B B- C+ C C-

What are some non-school experiences, both good and bad, have you had which will effect your educational goals and plans?

In your previous school work which courses were of most interest to you?

You will be able to complete this unit by completing the Math Placement Test, English Placement Test, and the Reading Placement Test in the Testing Center, Room 404, 1:00 p.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. through 4:00 p.m. on Friday.

If you have already taken the tests, record your scores in the indicated space.

TEST RESULTS

Math Placement Test _____ Course indicated _____

English Placement Test _____ Course indicated _____

Reading Placement Test _____ Course indicated _____

PLANNING YOUR WORK WEEK

It is important to remember occasionally that there are only 24 hours in each day and 168 hours in each week. It is common for college students to want to participate in more activities than their time allows, and as a result perform poorly in many of the activities. Unfortunately this poor performance often includes school work. The following exercise is designed to help you assess the approximate allocation of your time.

Fill in Blanks:

1. Number of hours in a week 168
2. Average number of hours of sleep per week _____
3. Number of hours per week you will work and/or manage a household _____
4. Number of hours for hobbies, recreation, church, or other scheduled activities _____
5. Number of hours needed for eating, shopping, watching TV, or traveling to or from work or school _____
6. How many courses will you take? _____
   (Multiply the number of courses times 3 hours per week) _____
7. To compute the number of hours for study, multiply number of hours (in number 6) by 2 _____
8. Total hours of items 2 through 7 _____
9. If your answer to number 8 is less than 168, subtract from 168 = _____

   THIS IS THE NUMBER HOURS YOU HAVE LEFT OVER TO USE EACH WEEK _____
10. If your answer to number 8 is more than 168, you must adjust part of your plan. Perhaps you are working too many hours or planning to take too many classes.

UNIT 3

WHY MCC

Students attend college for many reasons and your reason is probably different from your neighbor's. Some of the reasons for attending Mesa Community College often reported include to learn and grow from exposure to intelligent people, because Mom and Dad wanted me to, to avoid making career decisions, to party, to find a husband/wife, to develop job credentials, etc. Unit 5 helps you identify your motives for choosing Mesa Community College and the values from which these motives arose. At the conclusion of this unit you will have your motives and alternatives in writing.

Below is a list of values which often motivate people to attend college. Check those values which you feel are important to you and then arrange those values you checked in order of their importance to you. Place a 1 next to the value most important to you; place a 2 next to the value which is second most important, etc.

VALUES

_____ An economically prosperous life

_____ Family security

_____ A sense of personal competency

_____ Enjoyment derived from knowledge

_____ Self respect

_____ A sense of accomplishment

_____ Social recognition

_____ Wisdom

_____ A sense of beauty and the arts

_____ Prestige of having a degree

_____ To be able to help others

_____ Power and influence

_____ Security

_____ Help society

_____ Have more leisure time

_____ Independence

_____ Factual knowledge

Answer in complete sentences and paragraph form the following questions:

*Why am I attending College?

Why did I choose Mesa Community College?

*High school students change this sentence to - Why do I plan to attend College?

What are your other alternatives?
(Examples - Get a job training horses, join the service, etc.)

*I expected Mesa Community College to be

*I have found Mesa Community College to be

*High school students answer this question after attending Mesa Community College

A person's reason for attending college is more often than not associated with a Career Choice. While Career Exploration is not within the scope of this Course it is important to identify careers or jobs which you have been considering. It is important to consider your Career Choice before specifying your educational goals and plans (Units 4 and 5) because they will most likely reflect your career selection.

If you are unsure of your Career Choice or if you are having difficulty selecting a career you will find CO 102, Career Exploration, a most beneficial course. You may register for the 2 credit, individualized instruction version of Career Exploration now and take it simultaneously with this Course. CO 102, Career Exploration, will help you evaluate your interests, skills, and work related values to determine what you want from a job in return for your time and energy, and then assist you in identifying jobs/careers which possess those qualities.

What careers are you presently considering?

What careers have been suggested to you by your family and friends?

Describe the kind of life you want to be living ten years from now.

UNITS 1, 2, 3

Summary

The first three units helped you understand your personal characteristics and how they are important in helping you determine your educational goals. You also identified personal and college resources available to you to achieve your goals.

Look back to the previous units and provide the following summary data.

Important Personal Values

1. _____
2. _____
3. _____
4. _____
5. _____

Why Am I At MCC

1. _____
2. _____
3. _____
4. _____
5. _____

Academic Skills

1. _____
2. _____
3. _____
4. _____
5. _____

Tentative Career Choices

1. _____
2. _____
3. _____
4. _____
5. _____

Most Important Campus Resources For You

1. _____
2. _____
3. _____
4. _____
5. _____

Most Interesting Courses

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT 4

What Do I Want From MCC

At the end of this unit you will be able to write clear personal objectives in behavioral form, you will have written clear personal objectives pertaining to what you want from your college experiences.

Changing values into clearly stated personal objectives is an essential skill in effective decision making. It is easier to decide how to accomplish your objective if you can say clearly what your objective is.

Your objective is clear if you can answer these questions:

1. Does it make clear exactly what is to be accomplished described in terms of observable outcomes which can be measured?

2. Is there a way you can without question judge whether you have reached your objective?

3. Does your statement communicate competence level; i.e., does it make clear what you can do (observable behavior) when you reach your goal?

4. Does your statement of objectives indicate a time by which you should reach it?

EXAMPLES

A. I want an Associate in Arts degree in Electronics in the spring of 1979 so that I can be employed by Motorola as an electronics technician.

AA in Electronic Technology

1. clear in terms of outcomes which can be measured

2. it is clear when this objective has been reached

3. employed as an electronics technician - communicates competency level by saying what can be done when the goal is reached

4. in the spring of 1979 - indicates a time by which the goal is to be reached.

B. By the end of the first semester of my freshman year, I plan to be playing first chair saxophone in the MCC Marching Band.

1. By the end of the first semester of my freshman year - specifies when the objective is to be accomplished.

2. Playing first chair saxophone in the MCC Marching Band - specifies what is to be accomplished in such a way that it is clear when the goal has been reached and competence level is implicit in the statement.

DIRECTIONS:

Write the five most important educational objectives you wish to achieve by attending Mesa Community College and identify the values from which they arrive.

Example: I want an A.A. degree in Electronics in the spring of 1979 so that I can be employed by Motorola as an electronics technician. This goal arises out of my need for an economically prosperous life, a sense of personal competency, and security.

1. OBJECTIVE

2. OBJECTIVE

3. OBJECTIVE

4. OBJECTIVE

5. OBJECTIVE

EXAMPLES

WHY	WHAT - OBJECTIVES
1. To learn a technical skill.	1. I want to complete a course in Automotive Tune-up during the 2nd semester so that I can change the ignition points and plugs in my car.
2. To study Engineering.	2. I plan to complete the Pre-Engineering requirements in two years so that I can transfer to ASU and begin the Engineering Core Curriculum.
3. To play football.	3. I plan to be a member of the MCC football traveling squad the 1st semester of '79 and '80.
4. To study music.	4. In two years I want to learn to play the piano at _____ proficiency so that I can accompany an elementary school choir.
5. To decide on a career.	5. At the end of my sophomore year, I will have my general studies program completed and will have sampled courses from enough departments that I can make a choice about an academic major which will lead to a Career Choice.
6. To prepare for a job.	6. My objective is to learn enough accounting that I can be self-employed as a bookkeeper and do income tax work. I plan to accomplish this in three semesters.
7. To gain factual information - knowledge.	7. My objective is to complete 64 hours of college credit in three years, which will teach me to use the library, write clearly, and speak intelligently and fluently to groups.

UNIT 5

How to Reach Specified Goals
Through Systematic Planning

Being able to specify objective Educational goals is only the first step in achieving these goals. The second step is to understand and specify the process necessary to get you from where you now are to your specified goal. That means developing a plan based on your needs.

Your advisor may assist you in developing both a plan to achieve your Educational objectives and your overall Educational goals. Your plan should reflect the following consideration: your objectives, and the resources available to you to achieve the goals.

For each of your stated objectives in Unit 4 write what you must do in order to achieve your goal.

1. OBJECTIVE

   PLAN

2. OBJECTIVE

   PLAN

3. OBJECTIVE

   PLAN

4. OBJECTIVE

   PLAN

5. OBJECTIVE

   PLAN

HOW TO SELECT COURSES

I. What is a COURSE?

Credit Hours

Each course represents a set number of credits called "hours" based on the content of the course and the amount of time spent in class. For example:

ENGLISH 101.....3 hours credit

Most courses are worth 3 hours credit. A lab with a course usually adds 1 hour or more.

BIOLOGY 110 + lab.....4 hours credit

To determine the number of credit hours you will be carrying per semester, check the hours credit by each course and add these. Example:

Biology 110.....4 hours credit
English 101.....3 hours credit
Political Science 100..3 hours credit
P. E. 101.....1 hour credit
General Business 151...3 hours credit
Counseling 102.....2 hours credit

16 hours total credit

II. How do I know a COURSE if I see one?

It looks like this in the Schedule Book:

Subject Code	Section No.	Course Title	Room Bldg.	Days	Time	Instructor	Credit
EN 101	2011	Freshman English	LA4S	MWF	8:30-9:20	A. Walt	3

This means that English 101, Section 2011, Freshman English, will meet in the Liberal Arts Building, Room 4, on the South side, on Monday, Wednesday and Friday from 8:30 to 9:20 a.m. with Mr. Walt as the teacher and is worth three semester hours of credit.

EN - Department Prefix = English

101 - Course Number

2011 - Section Number

Title - Freshman English

LA4S - Liberal Arts, Room #4 on the south side

MWF - Monday, Wednesday, Friday

8:30-9:20 - Time of class

Walt - Instructor

3 - Number of Credits

WHAT COURSES MUST I TAKE?

The answer to this question depends on why you are planning to attend Mesa Community College, i.e., your educational goal.

If you have NO DEGREE GOAL, proceed to paragraph one (1). You do not have to read paragraph two or three.

If your goal is to earn a TWO-YEAR GENERAL or OCCUPATIONAL DEGREE, you should read paragraph two (2).

If your goal is a FOUR-YEAR TRANSFER DEGREE, go directly to paragraph three (3) without reading one and two.

Paragraph 1

If you have no degree goal and wish to take classes for personal benefit or to develop a specific skill, THEN you may enroll in any course for which you have the pre-requisite (DEFINITION: a pre-requisite is a course or skill which is required before a second course can be taken). Courses requiring a pre-requisite are marked with an asterisk (*) in the schedule book.

Paragraph 2

If you are seeking a two-year occupational or general degree, you need at least 64 hours credits to graduate. Twenty-two (22) of the credits must be taken in a specific General Education Pattern. (See page 28). The five areas and credits required are:

English 101-102	- 6 credits required
Humanities	- 2 credits required
Health, or P. E., or Recreation	- 2 credits required
Social, Behavioral, or Cultural Sciences	- 6 credits required
Quantitative-Technical Science	- 6 credits required
TOTAL	22

The rest of the 42 credits to reach 64 for graduation may be specified by your Department as major courses or by you as elective courses. The M.C.C. catalog, center portion, presents curriculum guides to assist you with your choices.

My major curriculum guide is _____ and is found on page _____ of the catalog. If undecided, use the General Curriculum Guide on page 63.

As you explore the first semester or year, you may wish to pay attention to courses which have the words "Survey of", "General", or "Introduction to", in their titles.

If you are undecided about your major curriculum, the Counseling Classes, CO 101, Personal and Career Development, and CO 102, Career Exploration, should be considered as a means of giving some direction to your college career.

Paragraph 3

If a four-year or Bachelor's Degree is your goal, and you plan to take some lower division credits prior to transfer, the following pattern is recommended:

English	6 credits
Humanities	8-12 credits
Social Cultural or Behavioral Sciences	8-12 credits
Science-Math	8-12 credits
P. E.	0-2 credits
TOTAL	30-44 credits

Remember, you may transfer before earning 64 credits. A two-year degree is recommended but not required. Refer to page 29, University Transfer Guide for specific courses which fall into each of the areas listed above. Other courses may be selected depending upon your major curriculum guides for certain majors to assist you with your choices.

My major curriculum guide is _____

and is found on page _____ of the catalog. If undecided,

use the General Curriculum Guide on page 63.

It is a good idea for you to get a catalog from the four-year college to which you plan to transfer. Our advisors will be able to give you more and better assistance during your first semester.

COURSES LISTED BY NUMBER ONLY ON PAGE____

ARE DESCRIBED BRIEFLY IN THE BACK PART OF

THE MESA COMMUNITY COLLEGE CATALOG.

MESA COMMUNITY COLLEGE

General Studies Requirements for Graduation

I. ENGLISH - 6 credits required
EN 101-102 (EN 104 may be substituted for EN 101 and 102)

II. HEALTH or P.E. or RECREATION - 2 credits required

III. HUMANITIES - 2 credits required
Art History - AH 105-106-107
English Humanities - All EH courses
Foreign Language - All courses
Humanities - All HU courses
Music - MU 100-125-126-141-142-225-226-241-242-120
Philosophy - All PI courses
Speech - 100-241
Theater Arts - TH 111-122-205
American Studies - AM 155-156 (Literature portion only - EH 141-142)

IV. SOCIAL BEHAVIORAL OR CULTURAL SCIENCE - 6 credits required
American Studies - AM 155-156 (History portion only - HI 103-104)
Anthropology - AN 100-102-245
Economics - EC 152-201-202-260-203
Education - ED 221-230
Future Studies - FT 101
Geography - GE 112-152-221-253
History - All HI courses
Adm. of Justice - AJ 101
Political Science - All Pol. Sci. courses
Home Economics - HE 157-176
Public Administration - PA 103
Psychology - PY 101-103-123-125-180-205-215-240-260-280-250
Social Science - 101-102
Sociology - All SO courses

V. QUANTITATIVE SCIENCE - TECHNICAL - 6 credits required
Accounting - AC 117-119-120-219-220
Administration of Justice - AJ 215-216
Agriculture - AG 143-154-161-165-180-184-185
Anthropology - AN 101
Fire Science - FS 107-109-110
General Business - GB 131-221-222
Geography - GE 105-211-271-281
Political Science - PS 201
Psychology - PY 112-230-290-295

OR

Any course in Biology, Chemistry, Drafting, Electronics, General Technology, Engineering, Geology, Math, Nursing, Physical Science or Physics.

UNIVERSITY TRANSFER

General Studies Requirements

I. English - 6 credits required
EN 101 and 102
(EN 104 may be substituted for 101 and 102)

II. Humanities - 8-12 credits required
Art History - AH 105-106-107
English Humanities - EH-ALL courses
Foreign Language - check with specific Department at ASU
Humanities - HU 100-101-201-202-205-206-210
Music - MU 100-125-126-141-142-225-226-241-242-120
Philosophy - PI-ALL courses
Speech - 100-241 - check with specific Department at ASU
Theater Arts - TH 111-122-205
American Studies - AM 155-56 (Literature portion only - EH 141-142)

III. Social, Behavioral or Cultural Sciences - 8-12 credits
Administration of Justice - AJ 101
American Studies - AM 155-156 (History portion only - HI 103-104)
Anthropology - AN 100-102-245
Economics - EC 152-201-202-203-260
Education - ED 221-230
Future Studies - FT 101
Geography - GE 112-152-221-253
History - HI-ALL courses
Home Economics - HE 157-176
Political Science - ALL courses
Public Administration - PA 103
Psychology - ALL except 112-230-290-275
Social Science - SS 101-102
Sociology - ALL courses

IV. Science-Math - 8-12 credits required
Anthropology - AN 101
Biology - ALL courses
Chemistry - ALL courses
Engineering - ES 102-104
Geography - GE 105-211-271-281
Geology - GL 101-102-111-113-280
Mathematics - MA-ALL courses except 5-7 (only 3 credits of Math 108 transfer)
Physical Science - PL-ALL courses
Physics - PH-ALL courses
Psychology - PY 112-230-290-295

EDUCATIONAL PLAN

List the courses which will allow you to achieve your educational goals or the courses necessary for you to graduate from MCC.

	COURSE NUMBER & TITLE	SEMESTER HOURS OF CREDIT
1.		
2.		
3		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15		
16.		
17.		

TOTAL HOURS _____

UNIT 6

TRIAL SCHEDULE

DATE NAME CURRICULUM

Make sure that you have satisfied all prerequisites for courses in which you plan to enroll.

DEPARTMENT	COURSE NUMBER	SECTION NUMBER	COURSE TITLE	INSTRUCTOR	TIME OF DAY						ROOM NUMBER	SEMESTER HOURS
					MON	TUE	WED	THU	FRI	SAT		

37 THIS BECOMES YOUR PERMIT TO REGISTER

(Advisor's Signature)

38

DIRECTIONS:

Project yourself into the future and visualize how you would like to be when your immediate goal objectives have been completed. Now, answer these questions:

How will you be different when you have accomplished your objectives?

How will your general outlook on life be changed?

How will the way you relate to people be changed?

How will you be more satisfied with life?

How will your attitude toward yourself change?

REGISTRATION - The First Hurdle

To register you will need the following materials which are available in the Advising Center:

1. Schedule Booklet
2. College catalog

Schedule Book - KEY PAGES - Fill In The Blanks

page _____ Tells when and where to start and the steps to follow
page _____ Class card location
page _____ Map of Registration Area

Registration will be easier if you read the Schedule Booklet carefully and Avoid Late Registration.

Insert the correct information in the blanks that follow:

1. I begin to register on _____(day),

   _____(date), at _____(time)

2. I get my packet in the _____Room.

3. I get class cards in these rooms:

   a._____, b._____, c._____, d._____

   e._____, f._____, g._____, h._____.

4. I pay my fees in the _____Room

After paying fees, you will be a Mesa Community College student.

Good luck in the weeks ahead!

Remember, we in the Advising Center are happy to help you or refer you to the proper person on campus who can help you.

EVALUATION

What did you find most beneficial about the course?

_____

_____

_____

What did you find least beneficial about the course?

_____

_____

_____

How would you change the course to make it more beneficial?

_____

_____

_____

How would you change the course to make it more interesting?

_____

_____

_____

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